

FRANKLIN ELEMENTARY SCHOOL

School District Profile

School District:	Franklin Elementary School	Grades:	K-12	Enrollment:	236
Number of Schools:	1	Education Reference Group (ERG):	E		
Team Leader:	Jenny Spellman	Phone:	(860) 642-7063		
Address:	School Nurse Franklin Elementary School 206 Pond Road Franklin, CT 06254	E-mail:	jspellman@franklin.k12.ct.us	Website:	Unavailable

School Health Team in Place before Pilot Project: No

School Health Team Members:

School board member, school principal, school nurse, school food service, parent representative and health and physical education coordinator

Other People Who Should Have Been Included on the School Health Team:

Parent Teacher Organization

Policy Adoption:

The nutrition and health policy was adopted in December 2004, but has since been revised and will be presented again for adoption in January 2006. The physical activity policy is also scheduled for consideration in January 2006.

Number of Times School Health Team Met: 10

Length of Each Meeting: ½ to 3 hours

Continuation of School Health Team after Pilot Completion:

Future plans for the School Health Team include (1) exercise room and equipment; (2) endorse policies already in effect; (3) continue to review policies (School Wellness Policy, incorporate student component); (4) review guidelines for nutrition/physical education curriculum; (5) implement School Policy Handbook; and (6) continue to collaborate with PTO and community.

Process for Identifying and Prioritizing Program Improvement Needs:

The *School Health Index* modules were used to identify needs. The School Health Team prioritized needs based on resources and feasibility.

Steps Used for Policy Development and Adoption:

1. Identified needs.
2. Reviewed old and current policies.
3. Obtained sample policies from Connecticut Association of Boards of Education (CABE).
4. Team chose most applicable policies and added new information.
5. Presented draft policies to board of education.
6. Board of education approved policies.

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Challenges to the Policy Development Process:

- Implementing healthier cafeteria choices without negatively impacting the food service budget.

Successes with the Policy Development Process:

- The policy development process ran smoothly due in large part to dedicated team members.
- We felt a great sense of accomplishment in meeting all deadlines and completing and adopting our policies. It was satisfying to see the team progress toward our goals.
- We feel our greatest success is increased awareness of the need for policy development (and the changes that are associated with it) within our school and community.

Critical Resources Needed to Ensure Success with Policy Development:

- Critical resources include helpful materials (e.g., *School Health Index*; *Fit, Healthy and Ready to Learn*; SDE's *Healthy Fundraising* and *Alternatives to Food as Reward* handouts; and CAFE sample policies), dedicated team members, and support of the staff and administration.
- We felt that parent/guardian contribution and support is one of the most critical resources because they will be enforcing the healthy lifestyle ideas taught in school. We find that parents continue to pack "junk food" and soda in students' lunches.

Characteristics Important to an Effective, Productive and Successful School Health Team:

- Members who are dedicated to the initiative.
- Members who work well together.
- Representation from a variety of specialties.
- Regularly scheduled meetings.

Activities Conducted as a Result of Work on the School Nutrition Policies Project:

- Policies for healthy eating (including fundraising policy) and physical activity approved by board of education.
- School Wellness Policy is almost complete – we need to add student component.
- Conducted *Food Play* assembly in June 2005 for students, staff and parents (www.foodplay.com/).
- Informational brochures on healthy eating and physical activity on display in school.
- School Health Team attended workshops throughout the pilot project.
- *Healthy Fundraising* and *Alternatives to Food as Reward* handouts provided to staff members and community.
- *Health Education Assessment Project* (HEAP) training conducted for staff in August 2005.
- Developed School Health Policy handout to educate school staff members.
- Planned and promoted fitness room for the 2005-2006 school year.
- Promoting recess before lunch and working on implementation in the 2005-2006 school year.

Strategies for Promoting Adoption and Districtwide Support of the Policies:

- We have been promoting awareness through the school newsletter, information in teachers' mailboxes, bulletin boards, pamphlets, staff health handbook, *Food Play* assembly and school newspaper.
- We plan to continue these communication strategies, as well as involve students and parents in questionnaires regarding lunch menu choices.
- We are also planning an in-service day for all staff members in 2005-2006.

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Strategies for District Implementation of the Policies:

- Staff members will be informed as policies are adopted.
- A staff handbook of health and nutrition policies will be available for staff review and sign-off.

Methods for Evaluating Success of District Implementation of the Policies:

- Assess whether lunches brought from home are healthier.
- Assess participation in School Lunch Program.
- Follow up with teachers on success with alternatives to food as a reward and healthy alternatives for fundraisers.
- Review questionnaire that will be sent home to students and parents.

Recommendations for Success with the Policy Development Process:

- Plan consistent meeting schedules (regular meetings).
- Stick to goals and timeframes for meeting them.
- Promote communication between team members, school staff members and the community.
- Ensure that team members are committed to the team's purpose and goals.
- Have a parent on the team to spread the word to other parents.
- Involve a board member or any person who is knowledgeable about policy development.

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Policies

*Franklin Public Schools
Approved Policy*

**Business/Non-Instructional Operations
Food Sales by Students/Others**

Food Sales Other than National School Lunch Program

Only food or drinks which do meet the minimal nutritional values set by the Food and Nutrition Service of the United States Department of Agriculture (Section 17 of Public Law 95-166 amending Section 10 of the Child Nutrition Act of 1966) may be sold or made available for sale in any school of the district between the beginning of the school day and the close of the last lunch period at that school. No food or drink distributing machine shall be accessible to students during those hours unless the food or drink being sold meets the minimal nutritional values specified.

Sale of food or drinks during the period from the beginning of the school day until the end of the last lunch period is regarded as being competitive with the National School Lunch Program or the School Breakfast Program. Food or drinks which do meet or exceed the minimal nutritional values of the USDA and which are sold during the period above are, however, not considered as being competitive with those programs. These may be sold during the times cited above, but all profits from such sales must go to the school's nonprofit meal program.

The Secretary of the United States Department of Agriculture has approved a list of competitive foods which may be sold, and the State of Connecticut may extend that list, but only foods approved by the State of Connecticut and/or the Secretary may be sold in the schools of the district during the hours cited.

The listing of categories of foods of less than minimal nutritional value shall be used as a guide to sales of competitive foods and drinks in the schools, with the understanding that the listing may be modified by the USDA and/or the State of Connecticut. The list follows:

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Categories of Foods of Minimal Nutritional Value

1. **Soda Water** -- As defined by 21 CFR 165.175 FDA regulations, except that artificial sweeteners are an ingredient that is included in this definition.
2. **Water Ices** -- As defined by 21 CFR 135.160 FDA regulations, except that water ices which contain fruit or fruit juices are not included in this definition.
3. **Chewing Gum** -- Flavored products from natural or synthetic gums and other ingredients which form an insoluble mass for chewing.
4. **Certain Candies** -- Processed foods made predominantly from sweeteners with a variety of minor ingredients which characterize the following types:
 - A. Hard candy, such as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops.
 - B. Jellies and gums, such as gum drops, jelly beans, jellied and fruit-flavored slices.
 - C. Marshmallow candies.
 - D. Fondant, such as candy corn, soft mints.
 - E. Licorice -- a product made mostly from sugar and corn syrup which is flavored with an extract made from the licorice root.
 - F. Spun candy.
 - G. Candy coated popcorn, a product made by coating popcorn with a mixture made predominantly from sugar and corn syrup.

Legal Reference: National School Lunch Program and School Breakfast Program;
Competitive Foods. (7 CFR Parts 210 and 220, Federal Register,
Vol. 45, No. 20, Tuesday, January 29, 1980, pp. 6758-6772)

Regulation approved: April 5, 2000
Regulation revised: December 1, 2004

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Approved Policy

**Business/Non-Instructional Operations
Food Sales by Students/Others**

Bake Sales

All bake sales or any food-related sales will occur after all lunches have been served.

Policy Adopted: June 9, 2004

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Franklin, Connecticut

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Draft Policy Pending Board Approval

Business/Non-Instructional Program

Nutrition Program

The Board recognizes that healthy eating patterns are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being. To help ensure students possess the knowledge and skills necessary to make nutritious food choices for a lifetime, the Superintendent shall prepare and implement a comprehensive District nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The input of staff members, students, parents and public health professionals will be encouraged.

The program shall reflect the Board's commitment to providing adequate time for instruction to promote healthy eating through nutrition education, serving healthy and appealing foods at District schools, developing food-use guidelines for staff members and establishing liaisons with nutrition service providers, as appropriate. Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, prekindergarten through Grade 8, and coordinated with the District's nutrition and food services operation.

It is the intent of the Board that District schools take a proactive effort to encourage students to make nutritious food choices. Food and beverages sold or served on District grounds or at District-sponsored events shall meet administrative regulation requirements for nutritional standards and/or other guidelines as may be recommended by District and school health and nutrition committees.

Foods and beverages sold or served in District schools shall include nutritious, low-fat foods and drinks, which may include, but shall not be limited to, low-fat dairy products, natural fruit juices and fresh or dried fruit at all times when food or drink is available for purchase by students during the school day.

The Superintendent shall ensure that nutritious foods are available as an affordable option whenever food is sold or served on District property or at district-sponsored events; that schools limit the sale or serving of foods or snacks high in fat, sodium or added sugars; and competition with nutritious meals served by the school nutrition and food services operation is minimized.

Although the Board believes that the District's nutrition and food services operation should be financially self-supporting, it recognizes, however, that the nutrition program is an essential educational and support activity. Therefore, budget neutrality or profit generation must not take precedence over the nutrition needs of its students. In compliance with federal law, the District's NSLP [and SBP] shall be nonprofit.

The Superintendent is directed to develop administrative regulations to implement this policy, including such provisions as may be necessary to address all food and beverages sold and/or served to students at school (i.e., competitive foods, snacks and beverages sold from vending machines, school stores, and fundraising activities and refreshments that are made available at school parties, celebrations and meetings), including provisions for staff development, family and community involvement and program evaluation.

(cf.6142.6 – Physical Education)

(cf.3542 – Food Service)

(cf.3542.33 – Food Sales Other Than National School Lunch Program)

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(cf.3542.34 – Nutrition Program)

(cf.3452.45 – Vending Machines)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and the feeding programs for public school children and employees.

10-215a Non-public school participation in feeding program.

10-215b Duties of state board of education re: feeding programs.

10-216 Payment of expenses.

10-215b-1 State board of education regulation.

PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks.

Draft Regulations Pending Board Approval

The District's comprehensive, age-appropriate nutrition program will be implemented in the Franklin School in accordance with the following requirements:

Definitions:

1. **"Lunch Period"** means the entire time given for students to get to and from the cafeteria, and purchase and eat their food. The lunch period must be no less than twenty minutes and applies to full school days only.
2. **"Competitive Foods"** means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) in food service areas during the meal periods.
3. **"Dietary Guidelines for Americans"** means the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives and reduce chronic disease risks.
4. **"Nutrition Education"** means a planned, sequential, instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
5. **"Foods of Minimal Nutritional Value (FMNV)"** means:
 - a. In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and
 - b. In the case of all other foods, a food which provides less than five percent of the RDI for each of eight specified nutrients per 100 calories and less than five percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium and iron.
 - c. Food that is classified into four categories:
 - (1) Carbonated soft drinks;
 - (2) Chewing gum;
 - (3) Water ices; and
 - (4) Certain candies made predominantly from sweeteners such as hard candy, licorice, jelly beans, gum drops, marshmallows, fondant, cotton candy and candy-coated popcorn.

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6. **"Food Service Area"** means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.
7. **"Meal period"** means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.

Nutrition Education

Nutrition education shall focus on students' eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local district health education standards. Nutrition education at all levels of the District's curriculum shall include, but not be limited to, the following essential components designed to help students learn:

1. age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
2. age-appropriate nutrition-related skills, including but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. how to assess one's personal eating habits, set goals for improvement and achieve those goals.

In order to reinforce and support district nutrition education efforts, the building Principal is responsible for ensuring:

1. Nutrition instruction is closely coordinated with the school's nutrition and food services operation and other components of the school health program to reinforce messages on healthy eating and includes social learning techniques. To maximize classroom time, nutrition concepts shall be integrated into the instruction of other subject areas where possible;
2. Links with nutrition service providers (e.g., qualified public health and nutrition professionals) are established to provide screening, referral and counseling for nutritional problems; inform families about supplemental nutritional services available in the community (e.g., food stamps, local food pantries, summer food service program, child and adult care food program), and implement nutrition education and promotion activities for school staff, Board members and parents;
3. In keeping with the District's nutrition program goals, all classroom reward or incentive programs involving food items are reviewed for approval to ensure that the foods served meet the requirements of the District's nutrition policy and regulation (i.e., all foods served fit in a healthy diet as recommended in the Dietary Guidelines for Americans, and contribute to the development of lifelong healthy eating habits for the district's students).

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Nutrition and Food Services Operation

In order to support the school's nutrition and food services operation as an essential partner in the educational mission of the District and its role in the District's comprehensive nutrition program, the building Principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP [and SBP] meal opportunities.
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply.
3. The school's NSLP [SBP] [SMP] maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals [or free milk] in accordance with the National School Lunch Act.
4. The school's NSLP [SBP] [SMP] operates to meet nutrition standards in accordance with the Healthy Meals for Healthy Americans Act of 1994 as amended and applicable state laws and regulations, including P.A. 04-224, "An Act Concerning Childhood Nutrition in Schools, Recess and Lunch Breaks."
5. The school sells or serves varied and nutritious food choices consistent with the applicable federal government Dietary Guidelines for Americans. Schools contracting out the food service part of their NSLP and SBP shall form a nutrition advisory committee comprised of teachers, students and parents to assist in menu planning. A nutrition committee comprised of students, family members and school personnel will be encouraged to provide input in menu planning for districts operating their own food service component of the NSLP and SBP (i.e., food services purchasing, menu planning, food production and meal service). Cultural norms and preferences will be considered.
6. As required by state statute, low-fat milk, 100 percent fruit juice, water, low-fat dairy products such as, but not limited to, low-fat yogurt and low-fat cheese shall be available for purchase by students during mealtimes. This requirement does not apply to the After-School Snack Program, because these programs are not considered part of the "regular school day."
7. Schools operating the Special Milk Program are required, by state statute, to offer 100% fruit juice and water for purchase in addition to the low-fat milk being served.
8. Food prices set by the District are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items.
9. Procedures are in place for providing to families, on request, information about the ingredients and nutritional value of the foods served.
10. Modified meals are prepared for students with special food needs:
 - a. The District will provide substitute foods to students with disabilities upon written parental permission and a medical statement by a physician that identifies the student's disability, states why the disability restricts the student's diet, identifies the major life activity affected by the disability, and states the food or foods to be omitted and the food or choice of foods that must be substituted;
 - b. Such food substitutions will be made for students without disabilities on a case-by-case basis when the parent submits a signed request that includes a medical statement signed by a physician, physician assistant, registered dietitian or nurse practitioner. The medical statement must state the medical condition or special dietary need that restricts the student's diet and provide a list of food(s) that may be substituted in place of the lunch or breakfast menu being served.

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11. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety.
12. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
 - a. tables and chairs are of the appropriate size for students;
 - b. seating is not overcrowded;
 - c. students have a relaxed environment;
 - d. noise is not allowed to become excessive;
 - e. rules for safe behavior are consistently enforced;
 - f. tables and floors are cleaned between meal periods;
 - g. the physical structure of the eating area is in good repair; and
 - h. appropriate supervision is provided.

Foods of Minimal Nutritional Value (FMNV) and Competitive Food Sales (Implications for Other Food Sales in School)

In keeping with federal regulations and state statute, the District controls the sale of FMNV and all competitive foods.

Though federal regulations permit FMNV to be sold in food service areas before and after school meal periods, and outside of food service areas at any time, District schools are directed to [prohibit such sales on district premises and at district-sponsored events, at any time] [minimize such sales by requiring that [half] of all such food items and beverages sold by any organization or entity at any location on district premises and at district-sponsored events (e.g., vending machine offerings, student stores, school or district events, food sales at activity/athletic events, etc.) meet applicable Dietary Guidelines for Americans.

Accordingly, the District will select from the following nutritional food items offered or included in all such sales:

1. canned fruits;
2. fresh fruit (e.g., apples and oranges);
3. fresh vegetables (e.g., carrots);
4. fruit juice and vegetable juice, [at least 50 percent full strength], and bottled water, [within established district guidelines];
5. low-fat crackers and cookies, such as fig bars and ginger snaps;
6. pretzels;
7. bread products (e.g., bread sticks, rolls, bagels and pita bread);
8. ready-to-eat, low-sugar cereals (e.g., granola bars made with unsaturated fat);
9. low-fat (one percent) or skim milk;
10. low-fat or non-fat yogurt;
11. snack mixes of cereal and dried fruit with a small amount of nuts and seeds;
12. raisins and other dried fruit;
13. low-fat crackers.

This is a suggested list only. Modify as necessary, following nutrition committee input.

The sale of all other foods, other than FMNV, in competition with the District's NSLP [SBP] meals shall be permitted in school food service areas during school meal periods only when all income from the food sales accrues to the benefit of the District's nutrition and food services operation.

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School Cafeterias

1. Any student may eat in the school cafeteria or other designated place.
2. Students may bring or otherwise provide their own lunch. Milk or other beverages may be purchased in the cafeteria, if desired. These students may eat their lunch in the school cafeteria or a designated area. Vending machine ("junk food") items shall not be consumed in the cafeteria.
3. Meal prices will be established by the Superintendent and any Food Service Supervisor, with the approval of the Board of Education, at the beginning of each year.
4. Meal prices will be conspicuously posted in each cafeteria.
5. A guest must be cleared through the Food Service Supervisor by his/her host to be eligible to eat in the cafeteria.
6. Use of cafeteria facilities by nondistrict organizations or individuals must have approval of the Superintendent.
7. The Food Service Supervisor will develop in-service training programs, approved by the Superintendent, for the food service staff.
8. Under federal law, a school that operates on a commodity program is prohibited from serving free meals to any adult, including employees of the district.
9. Qualifications for free and reduced-price lunches will vary annually in accordance with the annual eligibility schedule.

Other Food Offered or Sold

The District recognizes that federal government standards requiring schools to provide NSLP [SBP] meals consistent with applicable Dietary Guidelines for Americans do not apply to competitive foods sold or served outside the food service areas as defined in this regulation.

Foods offered in classrooms or school-sponsored activities and food and beverages sold as part of approved school fundraising events shall be nutritious foods as determined by the District's nutrition committee and in conformity with state statute.

Accordingly, effective July 1, 2004, whenever any group makes foods available for purchase in a school during the school day, low-fat dairy products and fresh or dried fruits must be available in the school at the same time for purchase by students. Also, whenever any group makes drinks available for purchase during the school day, low-fat milk, water and 100 percent fruit juices must be available in the school at the same time for purchase by students.

"Foods and drinks available for purchase" includes foods sold in vending machines, school stores, fundraisers and any other food sales during the school day. This includes the following:

- If a candy bar fundraiser is held during the school day, the school must have low-fat dairy products and fresh or dried fruit available for purchase while the fundraiser is being held.
- If soda is available for purchase from a vending machine, 100 percent fruit juices and low-fat milk must also be made available for purchase at the same time. For example, schools may have milk vending machines and juice/water vending machines available to students if the cafeteria is closed and soda is available for purchase from a vending machine. Further, state law specifies that water must be available for purchase. Therefore, the availability of a water fountain does not meet this requirement.

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- If a snack machine with chips, cookies and other snack foods is available for use by students during the school day, they must also have low-fat dairy products and fresh or dried fruit available for purchase. When the snack machine is operating outside of cafeteria hours, schools must make alternate provisions to offer low-fat dairy products and fresh or dried fruit during the school day.
- School stores that sell food must ensure that low-fat dairy products and fresh or dried fruit are available for purchase either in the food store itself or elsewhere in the school, while the school store is selling food. Low-fat milk, water and 100 percent fruit juices must be available for purchase by students if other drinks are sold.

Staff Development

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food services personnel receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior, food safety, maintaining safe, orderly and pleasant eating environments and other topics directly relevant to the employee's job duties. The building Principal is responsible to ensure such training is made available, including, but not limited to, the following:

1. personnel management;
2. financial management and record keeping;
3. cost- and labor-efficient food purchasing and preparation;
4. sanitation and safe food handling, preparation and storage;
5. planning menus for students with special needs and students of diverse cultural backgrounds;
6. customer service and student and family involvement;
7. marketing healthy meals;
8. principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and
9. assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the building Principal is responsible for ensuring:

1. nutrition education materials and cafeteria menus are sent home with students;
2. parents are encouraged to send healthy snacks/meals to school;
3. parents and other family members are invited to periodically eat with their student in the cafeteria;
4. families are invited to attend exhibitions of student nutrition projects or health fairs;
5. nutrition education workshops and screening services are offered;
6. nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.); and
7. school staff members are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate.

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Program Evaluation

In order to evaluate the effectiveness of the school health program in promoting healthy eating and to implement program changes as necessary to increase its effectiveness, the building Principal is responsible for ensuring:

1. board policy and this administrative regulation are implemented as written;
2. all building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. nutrition education is provided throughout the student's school years as part of the District's age-appropriate, comprehensive nutrition program;
4. teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities;
5. teachers and school nutrition and food services personnel have undertaken joint project planning and action;
6. teachers have received curriculum-specific training; and
7. families and community organizations are involved, to the extent practical, in nutrition education.

(cf.6142.6 – Physical Education)

(cf.3542 – Food Service)

(cf.3542.33 – Food Sales Other Than National School Lunch Program)

(cf.3542.34 – Nutrition Program)

(cf.3452.45 – Vending Machines)

Legal Reference: Connecticut General Statutes
 10-215 Lunches, breakfasts and the feeding programs for public school children and employees.
 10-221 Boards of education to prescribe rules, policies and procedures.
 10-215a Non-public school participation in feeding program.
 10-215b Duties of state board of education re: feeding programs.
 10-216 Payment of expenses.
 10-215b-1 State board of education regulation.
 PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks.

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Approved Policy

Business/Non-Instructional Operations

Vending Machines

The Board of Education delegates to the Superintendent the authority to make decisions on the placement of food and beverage vending machines in the schools. This includes whether such machines may be installed, where they would be placed, what items would be dispensed, and during which hours they might be used.

Price differentials: Vending prices should not favor carbonated beverages, isotonics or juice drinks over water or 100 percent juice.

Advertising limitations: Advertising associated with product vending shall be limited to signage on equipment, paper cups and other serving containers and a banner at student stores and booster sale locations. Any signage, logo, container, banner or other item that the district may construe as advertising associated with vending must be approved by the Superintendent or his/her designee before distribution or placement on District property.

Required nutritional foods: In compliance with state law, if soda is made available from a vending machine, 100 percent fruit juices and low-fat milk must also be made available for purchase at the same time. Further, if a vending machine offers chips, cookies and other snack foods for purchase by students during the day, low-fat dairy products and fresh or dried fruit must also be available for purchase.

Legal Reference: State Board of Education Regulations
 10-215b-1 Competitive foods.
 P.A. 04-224, An Act Concerning Childhood Nutrition in Schools, Recess and
 Lunch Breaks

Policy Adopted: April 5, 2000
Policy Revised: December 1, 2004
Policy Revised: November 9, 2005

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Approved Policy

Instruction

Health Education Program

The Board recognizes that student health and success in school are interrelated. Schools cannot achieve their primary mission of education if students are not healthy and fit physically, mentally and socially. In order to play a proactive role in preventing disabling chronic health conditions, unnecessary injury and disease, to help students learn to take responsibility for their own health and to adopt health-enhancing attitudes and behaviors, the District shall adopt a comprehensive health education program consistent with the requirements of state and federal law.

The District's program will be developed in cooperation with staff, parents, members of the community and state and local agency representatives, as appropriate, and adopted by the Board.

The input of students will be encouraged. Development of the District's program will be guided by the following goals:

1. each District school shall be a safe and healthy place for students and employees to learn and work, with a climate that nurtures learning, achievement and growth of character;
2. all students shall be taught the essential knowledge and skills they need to become health literate – that is, to make health-enhancing choices and avoid behaviors that can damage their health and well-being;
3. each District school shall be organized to reinforce students' adoption of health-enhancing behaviors, and staff members shall be encouraged to model healthy lifestyles; and
4. school leaders shall ensure that the nutrition health services and social services students need in order to learn are provided, either at the school site or in cooperation with other community agencies.

Contributing to the fulfillment of the above-stated goals and in conformity with state statute, the Board requires that in all District schools, full-time students shall be provided a daily lunch program of not less than twenty (20) minutes. In addition, all students enrolled in grades kindergarten through five, inclusive, shall have included in the regular school day, a period of physical exercise, except that this requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services according to state and federal law, as may be amended from time to time.

Note: The new legislation requiring the daily period of physical activity for students in grades K through 5 does not spell out an amount of time or types of activity. It can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities.

In addition, it is the intent of the Board that District schools take a proactive effort to encourage students to make nutritious food choices. Food and beverages sold or served in District schools shall include nutritious food choices. Food and beverages sold or served in District Schools shall include nutritious, low-fat foods and drinks, which may include, but shall not be limited to, low-fat dairy products, natural fruit juices and fresh or dried fruit at all times when food or drink is available for purchase by students during the school day.

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The Superintendent will develop administrative regulations as necessary to implement this policy, including specific provisions for the responsibilities of staff under the District's program and for evaluation of each component of the school's health program on a regular basis.

(cf.6142.6 – Physical Education)

(cf.3542 – Food Service)

(cf.3542.33 – Food Sales Other Than National School Lunch Program)

(cf.3542.34 – Nutrition Program)

(cf.3452.45 – Vending Machines)

Legal Reference: Connecticut General Statutes
 10-215 Lunches, breakfasts and the feeding programs for public school
 children and employees.
 10-215a Nonpublic school participation in feeding program.
 10-215b Duties of state board of education re: feeding programs.
 10-216 Payment of expenses.
 10-215b-1 State board of education regulation.
 PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and
 Lunch Breaks.

Policy Adopted: January 12, 2005

FRANKLIN PUBLIC SCHOOLS
Franklin, Connecticut

FRANKLIN ELEMENTARY SCHOOL

Draft Policy Pending Board Approval

Instruction

Physical Activity

The Board believes every student shall develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle. In addition, the staff is encouraged to participate in and model physical activity as a valuable part of daily life.

District schools have a responsibility to help students and staff members establish and maintain lifelong habits of being physically active. Regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being.

The Superintendent shall develop and implement a comprehensive plan to encourage physical activity that includes the following:

- a sequential program of physical education that involves moderate to vigorous physical activity on a daily basis; teaches knowledge, motor skills, self-management skills, and positive attitudes; promotes activities and sports that students enjoy and can pursue throughout their lives; is taught by well-prepared and well-supported staff members; and is coordinated with the health education curriculum;
- time in the elementary school day for supervised recess;
- opportunities and encouragement for students to voluntarily participate in before and after-school physical activity programs, such as intramurals, clubs and, at the high school level, interscholastic athletics;
- joint school and community recreation activities;
- opportunities and encouragement for staff members to be physically active; and
- strategies to involve family members in program development and implementation.

The program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff members, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels.

Physical Education

Every student in each grade, pre-kindergarten through 8th, shall participate in daily physical education for the entire school year, including students with disabling conditions and those in alternative education programs. Students in the elementary grades shall participate in physical education for at least 150 minutes during each school week, and students in middle schools shall participate for at least 225 minutes per week. (Optimum recommendation-modified as desired)

A sequential, developmentally appropriate curriculum shall be designed, implemented, and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes, and confidence needed to adopt and maintain physical activity throughout their lives.

Teachers shall aim to develop students' self-confidence and maintain a safe psychological environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind. Physical education staff members shall not order performance of physical activity as a form of discipline or punishment.

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Suitably adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activities.

Assessment

All students shall be regularly assessed for attainment of the physical education learning objectives. Course grades shall be awarded in the same way grades are awarded in other subject areas and shall be included in calculations of grade point average, class rank, and academic recognition programs such as honor roll.

Health-related physical fitness testing shall be integrated into the curriculum as an instructional tool, except in the early elementary grades. Tests shall be appropriate to students' developmental levels and physical abilities. Such testing shall be used to teach students how to assess their fitness levels, set goals for improvement, and monitor progress in reaching their goals. The staff will maintain the confidentiality of fitness test results, which will be made available only to students and their parents/guardians.

Exemptions

Physical education teaches students essential knowledge and skills; for this reason, exemptions from physical education courses shall not be permitted on the basis of participation on an athletic team, community recreation program, or other school or community activity. A student may be excused from participation in physical education only if (1) a physician states in writing that specific physical activities will jeopardize the student's health and well-being or (2) a parent/guardian requests exemption from specific physical activities on religious grounds.

Educational Reinforcement

The physical education program shall be closely coordinated with the other components of the overall school health program.

Physical education topics shall be integrated within other curricular areas. The benefits of being physically active shall be linked with instruction about human growth, development, and physiology in science classes and with instruction about personal health behaviors in health education class.

Extracurricular Physical Activities

Intramural programs, physical activity clubs, and interscholastic athletics are valuable supplements to a student's education. Schools shall endeavor to provide students with opportunities to voluntarily participate in extracurricular physical activities that meet his or her needs, interests, and abilities. A diverse selection of competitive and noncompetitive, structured and unstructured activities shall be offered to the extent that staffing permits. The primary focus of extracurricular physical activity programs will be on facilitating participation by all interested students, regardless of their athletic ability. Equal opportunity on the basis of gender shall permeate all aspects of program design and implementation.

The District encourages and supports the participation of all students in extracurricular activities; yet such participation is a privilege and not a right. Eligibility requirements and appeal procedures shall be published in the student handbook.

A student with a chronic health problem or other disabling condition shall be permitted to participate in any extracurricular activity, including interscholastic athletics, if the student's skills and physical condition meet the same qualifications that all other students must satisfy. The school shall make reasonable accommodations to allow the student to participate.

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Intramural Programs

Elementary, middle, and high schools shall offer intramural physical activity programs that feature a broad range of competitive and cooperative activities.

Interscholastic Athletics

The middle school and high school shall offer interscholastic athletic programs that shall adhere to the rules and regulations of the Connecticut Interscholastic Athletic Conference (CIAC).

Staffing

All interscholastic/intramural programs, physical activity clubs, and athletic teams shall be supervised by qualified staff members.

Other Opportunities for Physical Activity

Recess

Recess in elementary schools provides opportunities for physical activity which helps students stay alert and attentive in class and provides other educational and social benefits. School authorities shall encourage and develop schedules that provide time within every school day for preschool, kindergarten, and elementary school students to enjoy supervised recess. Recess shall complement, not substitute for, physical education classes. Staff members shall not deny a student's participation in recess or other physical activity as a form of discipline or punishment, nor should they cancel it for instructional makeup time.

School/Community Collaboration

Schools shall work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff members for physical activity during their out-of-school time.

Schools are encouraged to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep district-owned facilities open for use by students, staff members, and community members during nonschool hours and vacations. School policies concerning safety shall apply at all times.

Supervision

Student physical activity on school grounds during school hours shall be supervised to enforce safety rules and prevent injuries. Supervision shall be by adults trained in first aid, cardiopulmonary resuscitation, and infection control who have easy access to appropriate first aid supplies. Records shall be kept of all injuries and analyzed at least annually so that patterns of causes can be determined and steps can be taken to prevent further injuries.

Supervising adults shall be informed of any relevant medical guidance on file with the school concerning limits on the participation of individual students in physical activity. Such information will be treated with strict confidentiality.

(cf.3542.34 – Nutrition Program)

(cf.6142.6 – Physical Education)

(cf.6142.10 – Health Education Program)

(cf.6142.62 – Recess/Unstructured Break Time)

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Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study.
10-220 Duties of boards of education.
PA 04-224 An Act Concerning Nutrition in Schools, Recess, and Lunch Breaks.

Recess/Unstructured Break Time

The physical activity during recess should involve physical exertion of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students.

Note: The following language includes policy options that will be considered by the Board of Education for approval. The final policy language has not been approved.

Option #1:

The Board of Education takes the position that recess is an essential component of education and that preschool and elementary school children must have the opportunity to participate in regular periods of active, free play with peers. Recess is a break during the school day set aside to allow children for active free play.

or

Recess, while separate and distinct from physical education, is viewed as an essential component of the total educational experience for elementary aged children. Recess provides children with discretionary time and opportunities to engage in physical activity that help to develop healthy bodies and enjoyment of movement. It also allows elementary children to practice life skills, such as conflict resolution, cooperation, respect for rules, taking turns, sharing, communication skills, and problem solving in real situations. It also can facilitate improved attention and focus on learning in the academic classroom.

Therefore, the Board allows the scheduling of unstructured break time/recess for students in kindergarten and grades 1 through 5. Students in grades K through 5 in all schools shall have one fifteen/twenty-minute break/recess each day.

The school Principal shall issue regulations regarding the timing and location of breaks/recesses at each school. In determining the schedule for unstructured break time/recess for students, the Principal shall consult with appropriate instructional personnel at the school and system level, as appropriate, to ensure that break time/recess does not interfere with and provides support for academic learning. The Principal shall also issue directions or regulations concerning the responsibility of supervision of students so that break time/supervision will be a safe experience for them.

Breaks/recess may/may not be withheld from students for disciplinary or academic reasons. Decisions to withhold break/recess time shall not be inconsistent with any behavioral plan developed by the school for the student, including a Section 504 plan or an Individualized Education Plan (IEP).

or

Alternative language: *Recess should not be viewed as a reward but as a necessary educational support component for children. Students shall not be denied recess as a means of punishment or to make up work.*

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Option #2:

The Board of Education supports the research that suggests that recess can play an important role in the learning, social development and health of elementary school children.

The Board allows the scheduling of unstructured break/recess time for students in kindergarten and grades 1 through 8. The school Principal is authorized to determine its length, frequency, timing, and location of breaks at each school.

In determining the schedule for unstructured break/recess time for students, the Principal shall consult with appropriate instructional personnel at the school and district level, as appropriate, to ensure that break/recess time does not interfere with and provides support for academic learning. The Principal shall also issue directions concerning the responsibility for supervision of students so that break/recess time will be a safe experience for them.

Breaks/recesses may be withheld from students for disciplinary or academic reasons if prior notice of such is provided to the students. (Also see the language in option #1.)

(cf.3542.34 – Nutrition Program)

(cf.6142.6 – Physical Education)

(cf.6142.10 – Health Education Program)

(cf.6142.6 – Physical Activity)

Legal Reference:

Connecticut General Statutes

10-16b Prescribed courses of study.

10-220 Duties of boards of education.

PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks.